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ABSTRACT

This paper presents models for integrating themes and concepts of international studies into an educational program for elementary and secondary teachers. The interdisciplinary program can be taken as preservice or inservice training. It was developed in response to the need for colleges to provide classroom teachers and administrators with new skills, cognitive information, and teaching strategies that are necessary to an understanding of our increasingly interdependent world. The master's degree program described in this paper was developed by the Center for Teaching International Relations at the University of Denver. Students must complete 45 quarter hours which include 18 of education requirements, 10 in international studies, and 17 electives. Two courses (three quarter-hours each) were developed for the program: Curriculum Development Lab in International Studies and Comparative World Politics for Precollegiate Teachers. The first course introduces existing precollegiate curriculum in international studies and gives strategies for curriculum development, implementation, dissemination, and evaluation. It emphasizes skills of communication, participation, cooperation, organization, flexible response to different situations, and appreciation of historical precendents. Sample outlines for all three quarters are given. The second course is intended to help teachers develop sensitivity to world problems of resource scarcity, human rights, disarmament, and political freedom to; to increase their social science skills in research and analysis; and to encourage social participation skills. A sample syllabus for a module on resource scarcity is provided. (AV)

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COMPARATIVE WORLD PROBLEMS:

AN INTERDISCIPLINARY MODEL

FOR INSERVICE TEACHER TRAINING

by

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SO 012 542

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INTRODUCTION

American citizens are continually reminded of their interdependence with the people of all nations: energy shortages reflect the finite nature of our global resources and the uncertainties of world politics; the environment continues to deteriorate with pollution of the oceans and the atmosphere; economic irregularities, inflationary conditions and unemployment confirm the impossibility of one nation maintaining its industries and monetary systems without some form of international cooperation. The global nature of these concerns is rather obvious; to cope with them requires that each of us be equipped with information that leads to a better understanding of the international implications of these issues. We, as citizens of the United States and important participants in the world community, can no longer afford to confront these and other issues with policies limited by parochial interests and ethnocentric biases. If we are to respond effectively to the multitude of issues and events confronting us [illegible], we must appreciate the unity and diversity of humankind as well as recognize the interdependence of our global system and the important role America plays in the proper working of that system.

The United States plays a crucial role in the global system, yet Americans are extremely ill-informed about economic, political, and social realities at home and abroad. In a recent poll of one-thousand seventeen and eighteen-year-olds, only 18% understood the meaning of detente, only 30% knew where the Sinai desert was, and only 40% could name the three Presidents who preceded Gerald Ford.[1] The tragic irony is obvious, in a time when our survival depends on knowing as much as we can about our world, it appears

we know less and less. Unfortunately, it doesn't appear that educational institutions are adjusting to the educational demands of our interdependent world. As suggested by a recent article in American Education:

> In no country today does education correspond sufficiently to the reality of world conditions, events, and issues. Given the nature of the contemporary world and the foreseeable future, every educational system should reflect much more adequately than it currently does such matters as the unity and diversity of mankind, the interdependence of nations and peoples, and the need for international cooperation in shaping an acceptable future.[2]

Unfortunately, this illiteracy with regard to world cultures and world affairs does not show signs of being eliminated. In a recent study of ten and fourteen-year-olds conducted by UNESCO, American students finished eighth out of nine nations in their comprehension of foreign cultures.[3] It is reasonable to assume that American students and their teachers face a new set of complex social, political, and economic issues about which they know very little.

To overcome these handicaps our educational system must become more responsive to these global realities; helping students and their teachers understand their role in their community, their nation and in the world. Few of the precollegiate teachers and administrators charged with educating students about the world around them have any training in international studies. Recent surveys indicate that only 5% of all of this country's precollegiate educators have had any courses in international or intercultural studies.[4] There is an obvious need for universities and colleges to provide

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1. "Civic Illiteracy: The Gallup Poll." World Affairs Activities Newsletter, Vol. 18 (1979), pages 5 and 7.

2. Leetsma, Robert, "Global Education." American Education, Vol. 14, (June 1978), pages 6-13.

3. "The Future Forsaken," Change Magazine.

4. Ibid.

classroom teachers and administrators with training programs--of both the preservice and inservice variety--which focus on new skills, cognitive information, and teaching strategies that are necessary and fundamental to an understanding of an increasingly complex and interdependent world.

In response to this need, the Center for Teaching International Relations (CTIR), in cooperation with the School of Education and the Graduate School of International Studies at the University of Denver, has developed three complementary educational programs:

- A graduate-level teacher training program which offers teachers courses in comparative or international issue areas. Teachers may apply these courses to degree programs, or use them for state recertification or salary increments;
- An interdisciplinary Master's Program in curriculum and instruction with a cognate or specialization in international studies;
- A publications and teaching materials department which distributes classroom materials focusing on comparative and international issues.

By focusing on the Master's Degree program, this paper will present models for integrating "international studies" themes and concepts into an educational program. Oftentimes educational programs, with an emphasis on method, neglect the very important content areas. Many graduates of these programs know <u>how</u> to teach but not <u>what</u> to teach. A comprehensive degree program, which addresses the need for both process and content training, requires interdisciplinary cooperation and an adjustment in some of the previously sacrosanct priorities and missions of participating departments. Schools of education must be willing to accept the need for more content training in their degree programs and similarly, departments of international studies or political science must recognize the validity of teaching methods

courses. Since most of this training will occur at the graduate level, it is essential that international studies programs offer courses which address the "teacher-student" who has little or no background in the social sciences. A closer analysis of CTIR's Master's Degree program may provide some insightful information for those interested in establishing similar interdisciplinary programs for teacher training in international studies.

PROGRAM PARTICIPANTS

In four years, this Master of Arts program has graduated forty students and there are currently fourteen students enrolled. Most of these fifty-four students are employed as teachers in the Denver-Metropolitan area school districts, and are teaching full-time while students in this program. A significant majority of the graduates and current students in the program are elementary or middle school teachers (K-9) and only about 20% of the participants teach at the senior high level.

Most of the MA students are recruited from CTIR's inservice-training programs and elect to enter this program because of CTIR's image as an "activity"-oriented training institution and not because of an overwhelming interest in international studies. In pre and post program interviews, most students indicated their major reason for choosing this program was the importance of its content and the alternative it provided to traditional Master's programs in education. It is important to emphasize that many of the students also mentioned that the number of requirements, the one-year program, and the salary increment were major incentives for participation.

Although the program is oriented toward the social sciences and most of the participants are social studies teachers, only 40% of them had more than introductory courses in political science, international relations, or

related fields as undergraduates. A significant 25% had only one social science course as undergraduates. This requires some obvious adjustments by graduate faculty teaching the international studies cognate course who are accustomed to working with students with extensive background training in the social sciences.

PROGRAM DESCRIPTION

Students completing forty-five quarter hours and a comprehensive examination receive a Master of Arts in curriculum and instruction with a cognate in International Studies. Generally the degree requires four quarters to complete. Courses are offered in the evening and on weekends to attract the working teacher. Students complete eighteen quarter-hours of Education requirements and ten quarter-hours in International Studies. Of the remaining seventeen elective hours, nine quarter hours are usually taken in courses offered through CTIR's inservice program, e.g., Teaching Comparative Studies, Teaching Global Perspectives, Teaching Area Studies, and Teaching About Current Issues.

Faculty from GSIS and CTIR are responsible for two courses:

- Curriculum Development Lab in International Studies (an Education course offered in three consecutive quarters for a total of nine credits.)
- Comparative World Politics for Precollegiate Teachers (an International Studies course offered during the summer quarter for a total of nine credits.)

In each of these courses, an attempt is made to integrate process skills of education and the content of international relations.

CURRICULUM DEVELOPMENT LAB IN INTERNATIONAL STUDIES

The general goal of this three quarter-hour program is to introduce students to existing precollegiate curriculum in global or international

studies and to introduce them to strategies for curriculum development, implementation, dissemination, and evaluation. Students are required to develop a curriculum for their classroom using the working goals and skills of Global Perspectives Education as their starting point. The parameters of this three quarter course are set by these global perspectives goals and skills:

The working goals of Global Perspectives Education emphasize the need for a holistic and a multidisciplinary approach. Students are encouraged to develop curricula which include some if not all of these goals. These goals include:

- A recognition of the complexity and interdependent nature of the world's political, economic, and social systems;
- An understanding and appreciation of basic human commonalities and differences;
- An awareness of how perceptions, values, and priorities differ among various individuals, groups, and cultures;
- A commitment to the development of skills that will enable individuals to respond creatively to local, national, and international events and participate effectively at those levels.

Students are also encouraged to emphasize competencies and skills which are essential if the schools hope to eliminate our global illiteracy. These skills include:

- Acquiring, analyzing and using information
- Decision-making skills
- Communication skills
- The ability to make judgements
- Participation and involvement skills
- Organizational skills
- Cooperation, mediation, and conflict resolution skills
- The ability to represent and promote one's interest and appreciate the interests of others

- The ability to exert influence and respond flexibly to different situations
- An appreciation of historical precedents and an awareness of future necessities

The first quarter of the "Lab" introduces students to the literature of Global Perspectives Education and emphasizes basic tools for curriculum development. A sample outline of the first quarter might include:

- An introduction to Global Perspectives and International Relations in the precollegiate classroom
- The Curriculum: A discussion of theories and models of curriculum development
  * Social learning Theories
  * Developmental Theories
  * Student Skills
  * Attitudes and Values
  * Feelings, Emotions, Perceptions
- Research Skills: resources for curriculum development
  * Columbus and the World Project
  * ABSA materials
  * ISA-CISE materials
  * United Nations data and materials
- Teacher skills:
  * Simulation and gaming
  * Role-playing
  * Use of television, film and other media
- Evaluation: Rationale and Objectives

The second and third quarters include the following topics:

- Dissemination strategies for global perspectives or international affairs curriculum (preservice, inservice and community models for introducing new curricula projects);
- Development of a school-community learning model for Global Perspectives Education;
- Global perspectives and citizen competencies (how do we create a curriculum that will give students the capacities to understand and effectively participate in an interdependent world?)

- Basic social science concepts, methodologies, and theoretical perspectives;
- The nature of comparative analysis and its function in the process of curriculum development;
- Curriculum development exercises in selected global/international issue areas (a. sources of information - the media, power, and interdependence: an introduction to the making of policy in our global community, and b. inequality and the distribution of resources.)

At the end of these quarters, the students have a good introduction to a variety of curriculum development skills and a basic understanding of international studies concepts and theories. The students' investment in international studies is greatly enhanced by their development of a curriculum unit which they test in their own classrooms and revise throughout the academic year. Many of these units are used by CTIR in its inservice programs and a few have been published by CTIR and other organizations interested in disseminating precollegiate materials in this field.

COMPARATIVE WORLD POLITICS FOR PRECOLLEGIATE TEACHERS

This nine quarter-hour course is usually taught by faculty members of the Graduate School of International Studies and faculty members of CTIR.[5] The basic goals of this course are:

- To develop the knowledge of and sensitivity to the most important world problems--namely, resource scarcity and limits to growth issues; arms and disarmament; human rights; political freedom; violence and repression; inequality and global conflict.
- To develop an appreciation that world problems are our responsibility as citizens of the most powerful nation in the world. Students will learn how to think about public policy alternatives and develop political strategies to influence the policy process.

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5. For the last three years, the GSIS instructor who has essentially developed this program is Professor John McCamant.

- To increase basic social science skills and competencies of information collection,data analysis, weighing of evidence, and theory-building.
- To learn how to participate in this increasingly complex and interdependent world. This includes developing basic competencies or social participation skills that make effective citizens.

Three or four major international issues are usually covered in the seminar. On each of these issues an attempt is made to (a) summarize relevant information, especially explanations that are particularly useful in the precollegiate classroom, (b) suggest strategies which would allow participants to continue learning about the subject, (c) provide students with skills which help in critically evaluating the myriad of information on each of these subjects, and (d) discuss means of participation which could act to influence the course of events surrounding these issues.

One of the international problems discussed in this course is resource scarcity or the limits to growth issue. The syllabus for this module is presented below:

Monday, June 12:

Readings: Donella H. Meadows, et al. The Limits to Growth

Morning:

1. Introduction to Course: The Problem of Knowing
2. Discussion of The Limits to Growth
   a. What are the conclusions of the study?
   b. What is the method of the study?
   c. What are the assumptions of the study?

Afternoon:

1. Global Futures game
2. Library projects:
   a. What journals and magazines have best articles on resource scarcity?
   b. What are the problems of resource scarcity for a foreign country? Obtain data on: total population, population growth, population per unit of arable land, energy production and consumption, GNP per capita and GNP growth.

Tuesday, June 13:

Readings: Scientific American (September 1976)
Sterling Wortman, "Food and Agriculture"
Jean Mayer, "The Dimensions of Human Hunger"
N. David Hopper, "The Development of Agriculture in Developing Countries"
Amory Lovins, "Energy Strategy: The Road Not Taken"
Twentieth Century Fund Providing for Energy, "Report of the Task Force"
L. S. Stavrianos, "From Aristo-technology to Demo-technology"
The Economist (May 13, 1978) "Revolution: It Isn't, but It Can be Green for Everyone"

Morning Discussion:

1. Compare Scientific American articles with Limits for Growth.
   a. What is the difference in scope of subject matter?
   b. What is the difference in method?
   c. What are the differences in assumptions?
2. Compare Lovins' article with Twentieth Century Fund recommendations.
3. How is Stavrianos different from all the others?
4. Can technology save us? How fast does it grow? Does it grow exponentially?

Afternoon Projects:

1. Report on results of search for best articles and journals and magazines.
2. Review of teaching material on population, food, energy, and technology.
3. Work on projection of situation in foreign country for year 2000 and year 2050. Work for one hour alone. Work for another hour in groups of three.

Wednesday, June 14:

Readings: G. Reichel-Dolmatoff, "Cosmology as Ecological Analysis - A View from the Rain Forest"
Garrett Hardin and John Baden, Managing the Commons, Chapters 3, 15, & 18
Herman Daly, Steady State Economics, excerpts

Morning Discussion:

1. Report on projections for countries.
2. Values and resource scarcity.
   a. How did Amazon Indians support values that were ecologically sound?
   b. How can U.S. population change values and legitimize values that would be ecologically sound?
   c. Can solutions be found that are not coercive? Can one community or country resolve the problems alone?

Afternoon Projects:

1. Projecting population and resource scarcity with PLATO.
2. Write specific policy proposals for state and local level, for national level, and for international level. Try out and criticize proposals in groups of three.

Thursday, June 15:

Readings: Richard A. Falk, "Designing a New World Order" from A Study of Future Worlds
William Coplin and Michael O'Leary, Everyman's Prince
Elizabeth Drew, "A Reporter at Large," New Yorker (Jan. 9, 1978)

Morning and Afternoon Discussion:

1. Report on policy proposals.
2. Choose policy at national level and apply Everyman's Prince
3. Choose policy at international level and apply Everyman's Prince

Friday, June 16:

Readings: Charles W. Anderson, "The Arts of Activism" from Statecraft
Susan Gowan, et al., "From Here to There" and "Organizing for Social Transformation" from Moving Toward a New Society

Morning Discussion:

1. What can educators do?
2. What strategies do we have for organizing for long-run change?
3. What future events will we have to be ready to respond to?

Afternoon Projects:

1. Specify the social goals you most believe in and work out a two-year strategy, a 10-year strategy, and a life-time strategy for their implementation. Meet at 2:30 to discuss.

Similar readings and activities are included in modules focusing on human rights, arms and disarmament, global conflict, and global inequality. In every module an attempt has been made to integrate the classroom needs and priorities of the precollegiate teacher with the readings, discussions, activities, and assignments.

At the time of graduation, most of the students have a basic understanding of international or global affairs and have a better understanding on how to introduce these issues in their classrooms. In every Master's class,

there are a number of students who develop a unique combination of teacher-training, and curriculum development skills as well as a reasonably sophisticated understanding of international issues and concepts. These students usually become a part of CTIR's teacher-associate program and assist in the development and teaching of many of our inservice programs. Currently, there are seven teacher associates working with CTIR that have graduated from this program.

The current concerns of our nations's teacher-training programs are unfortunately not focused on international or global issues and perspectives. There is very little monetary or faculty support for these sorts of programs and there is currently a limited interest among teachers for this sort of interdisciplinary degree. Yet as recent crises in Iran, Afghanistan, and Cambodia have emphasized--most Americans are globally illiterate. Seeing the world as interdependent or interconnected is not in and of itself a solution to this global illiteracy among our citizens. A comprehensive and interdisciplinary training program, such as the one described in this paper, will provide much needed content and process training for teachers charged with the task of educating K-12 students about the world. If we are to understand the foreign policy actions of other nation-states (e.g. the reasons behind an increase of world prices of oil or the invasion of another sovereign state), we need to develop teacher-training programs which focus on historical factors and cultural issues as well as political and economic systems, since all of these contribute to the definition of national priorities and actions--which is the stuff of international relations. As the noted historian Henry Steele Commager suggests:

> ...The world, it seems, must re-examine itself with new definitions and priorities. Circumstances and events of the past decade demand

that we go beyond our previous delineations of militarism and nationalism to a more global perspective of world order committed to the common interests of the survival of mankind.[6]

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6. Quoted in the Christian Science Monitor, Jan. 7, 1980.